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ABSTRACT

The University of Southern Maine offers a Master's degree in Instructional Leadership designed to prepare educators for the demands of working with others to promote educational excellence. Two themes of the program focus on: problem finding--the disposition to scrutinize aims as well as means; and a valuing of and practical experience with action research. During the program, the teacher leader identifies a problem pertaining to educational leadership and formulates a leadership strategy related to a solution. This study looks at the growth of leadership in the context of this action research project; specifically, the strategies that teacher leaders select in such a research project and how teacher leaders view their success as leaders. Data were derived through: (1) an analysis of practicum reports wherein the leader identifies a problem pertaining to educational leadership and formulates a leadership strategy related to a problem solution; (2) a review of pertinent literature; (3) examination of site-specific factors that influence the problem or its resolution; (4) the formulation and implementation of a leadership strategy; and (5) the documentation and critical assessment of the applied leadership steps. The leadership strategies within the action research projects can be seen as relationships in the following categories: school/district administration; teachers; students; curriculum; parents; and other resources. (LL)

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Transforming Teacher Leadership Through Action Research

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A paper presented to the annual meeting of
the New England Educational Research Association
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Transforming Teacher Leadership Through Action Research

An important outcome of the school reform and restructuring movements has been the professionalization of teaching through increased teacher leadership. As in any profession, teachers are now active in regulating membership, applying new structures to the teaching career, and influencing the productivity of their schools (Soltis, 1987). For example, in Maine teachers are increasingly involved in planning and conducting preservice teacher education and serve on peer support teams which make decisions governing teacher recertification. Most school districts in Maine have not embraced the career ladder; their teachers, like others in a national study (Yee, 1986), appear to be less interested in hierarchically arrayed positions than in a richer pool of professional opportunities for all classroom teachers. This paper focuses on the third area of leadership: problem solving which changes the outcomes of teaching and learning.

"Teacher leaders must be guided by a reflective and inquiry oriented posture to improve classroom and school practice" (Zimpher, 1988). To that end, the University of Southern Maine offers a Master's degree in Instructional Leadership designed to prepare educators for the demands of working with others to promote educational excellence. Two of its themes specifically address this area: 1) a focus on problem finding, the disposition to scrutinize aims, as well as means, and 2) a valuing of and practical experience with action research, the disciplined examination of actual practice. The growth of the teacher leader as an inquiring professional, both cognitively and technically, occurs over time and is deliberately nurtured through many of our courses leading to the final practicum. The teacher leader identifies a problem pertaining to educational leadership and formulates a leadership strategy related to a problem solution. This study looks at the growth of leadership in the context of this action research project. Specifically, what are the strategies that teacher leaders select in an action research project? And, how do teacher leaders view their success as leaders?

Methodology

Although not able follow our teacher leaders into the field due to prohibitive costs and the possibility of interacting in the students own research outcomes, I could explore these questions through analysis of the Practicum Report which documents the student's identification of a leadership problem in a field setting, review of pertinent literature and other germane resources, examination of site-specific factors that influence the problem or its resolution, the formulation and implementation of a leadership strategy, and the documentation and critical assessment of the applied leadership steps (Goldsberry, 1990).

Sample

Since 1987 when the practicum became fully developed under the direction of Lee Goldsberry, the Instructional Leadership program has graduated 82 students. For this study, seventeen practicum reports were analyzed, approximately twenty percent of the graduates. The selection of these reports could best be described as deliberatively random. Although the researcher has led the practicum seminar at the off-campus site, none of these reports were selected. Reports were selected from practicum seminars led by Dr. Lee Goldsberry and Dr. Edwin Kulawiec. The researcher was, however, familiar with many of the students, having had approximately two-thirds of them in a curriculum development course, and serving as second reader for one of the reports. The selected reports were not based on quality of the report but rather on the variety of projects undertaken and the inclusion of a self assessment related to leadership. The authors of each report are listed in Figure 1 and their studies will be referenced by name throughout this report.

Data Collection

As shown in part through Figure 1, the following data was collected from each practicum report: the educational position of the action researcher, the context of the research study, the topic under study, the strategies used in the study, and the self assessment of leadership.

Figure 1. Researcher, Context, and Problem of Practicum Reports

Researcher	Context	Topic of Problem
Blanchard, 1989 chairperson	small, rural middle schoool	math curriculum changes
Miller/Nerbak, 1989 teachers	7-8th gd. science classes	hands on learning in science
Miller, R., 1989 teacher	9th grade in high school	general science curriculum
Provost, 1989 teacher	5 elementary schools and 1 high school in a rural district	planning for middle school
Lodge, 1989 teacher	6th grade in a middle school in a small city	after-school support program
Foster, 1988 teacher	6 elementary schools in a small district	computers in curriculum
Guite, 1990 teacher	combined 10 grade English Social Studies course of a large urban high school	interdisciplinary curriculum for general students
Dominic, 1990 chairperson	urban school district	assessment of peer coaching program
Fryling, 1990 teacher	2 buildings uniting as a middle school in a small school district	school/community relations regarding the middle school concept
Downey, 1990 teacher	vocational/technical school	student learning styles
Dumas, 1989 former teacher and administrator	independent day school gds. 6-12	learning to learn strategies
Brown, 1990 teacher	4th grade in open school with 500 students, gds. 4-6	student aspirations
Crane, 1989 teacher	small, rural, low socio-economic school district	emotional-social needs of students
Haskell, 1989 teacher	small, rural middle school	integrated art curriculum
Courchesne, 1989 teacher	large junior high in a blue-collar city	faculty collaboration on intermural sports program
Dunn, 1989 teacher	small, rural high school	science fair projects
Sutherland, 1990 teacher	science class in a junior high school in a small town	cooperative learning

Although the entry characteristics of teacher leaders have been considered in other studies (Lieberman, et al., 1988), this was not a variable under investigation. Only three of the teacher leaders held a designated "leader" position in their respective school; two were department chairpersons and one was a former teacher/administrator (not principal). Because they did not hold formal leadership positions, they utilized a more organic approach to working as teacher leaders. Many of them came to this activity with a history of involvement in curriculum development. Their participation in the instructional leadership program had also been augmented by participation in additional conferences, seminars, and workshops.

The sample of practicum reports also includes a wide array of contexts for the application of leadership strategies. In the early phase of the practicum, the student conducts an analysis of their setting as a preliminary step in the identification of a puzzlement and uses force-field analysis in planning potential strategies. "It was important for me to do an analysis of my own school district; every system has its own personality and politics" (Foster,1988). The settings for the action research projects range from a single classroom to an entire city district. It is evident that our master's candidates come from predominately small town, rural areas. Even the largest district has only two high schools, three middle schools, and eight elementary schools. In these settings, there are very few central office support staff. At the school level, there are often no assistant principals; some small elementary schools use teaching principals. Teachers have a fertile ground for initiating leadership.

The problems under study are indicative of the concerns of many educators during the past four years, primarily in the areas of curriculum (math, science, art, computer, interdisciplinary) and instruction (cooperative learning, learning to learn strategies, student learning styles). Two of the projects direct the researcher's attention to the transition to middle schools. Two projects address issues related to co-curricular activities: intramural sports and science fairs. Two projects are

particularly student centered, focusing on the emotional/social needs and aspirations of students. One project addressed a supervisory/staff development concern regarding the implementation of a district-wide, peer coaching movement. Interestingly, this project was conducted by one of the few researchers who had administrative responsibilities in her school.

Analysis

In an effort to draw meaning from the array of data from seventeen practicum reports, this researcher has chosen a qualitative analysis approach. The first step was data reduction, particularly in the area of leadership strategies. A matrix of leadership strategies was developed and coded for each practicum report. Subcategories were allowed when necessary. In the area of self assessment of leadership, the narrative texts from the reports were maintained for data display analysis. The analysis used a loosely structured, emergent, "grounded" approach. This seems to be a first step in setting up a conceptual framework and additional research questions that may follow.

Findings

The leadership strategies within these action research projects can be seen as relationships in the following categories: school/district administration, teachers, students, the curriculum, parents, and outside resources. These strategies can also be seen on a time continuum within the project as early, middle and late stages. These two features of the leadership strategies will be woven together in this report of the findings along with self-assessment statements which apply to each of these categories.

Administration

The first step in most of these projects was to seek permission and gain support of the administration. In school based projects, the teacher leader went directly to the principal (9) or to the department chairperson (2). Other individual researchers conferred with either the district curriculum director, special education director, staff development coordinator, or the superintendent (2). One researcher followed up with a written proposal to her headmaster.

In the middle stages of the projects, the relationship to the administration became less direct in most cases. Foster developed a proposal for a new position of computer coordinator, and worked through the administration to get that position funded and selected. She asked the principal to make the presentation to the board. Although she had planned to attend the board meeting to provide responses to technical questions, her principal suggested that she not attend if she contemplated applying for the job. She deferred to his good judgment. In Courchesne's case when board approval was needed, a principal asked for the support of the committee which had been organized by the teacher leader. "To get a little, give a little. The principal wanted our help before the school board; so we did it!" (Courchesne, 1989). Only Blanchard reported an incident in which he sought and received additional funding, in his case for classroom calculators.

In the data reduction phase of the analysis, the focus was strictly on discovering the strategies used, not problems encountered. Most of the practice showed a healthy relationship to the principal, if and when it was mentioned. Principals would often recommend strategies for working with negative teachers. Many would attend group meetings when available. Provost found a high school principal to be a gatekeeper when efforts were made to bring together 8th grade teachers from the high school to meet with 6th and 7th grade teachers in planning a middle school.

At the culmination of one/half of the projects analyzed, the teacher leader had findings or recommendations for the school board. Two school boards gave endorsements for application of middle school standards; another approved math curriculum changes. The research team of Miller and Nerbak used their findings to seek board approval for funding of additional science materials and equipment for the coming year. Guite acknowledged that other teachers were asking to do similar projects, but took a different approach to the issue of higher level approval: "When the number of involved teachers begins to hit the master schedule, we will have reached a critical point at which we will need to network possibly with parents and school board members."

It seems particularly important that the teacher/leader be able to articulate the goal/s of the action research project to the administration. They become partners in the vision originally articulated by the researcher. "Now my supervisor sees me as more competent in my field" (Blanchard, 1989). This becomes especially important when the principal has need to face faculty and/or parental dissonance that may surface. The activities undertaken during these projects may also give principals a clearer understanding of school reform that promotes teacher leadership, especially because these projects involve teachers before administrative decisions are made.

In their personal assessment of leadership, the teacher leaders were quite clear in their relationship building with administration:

"A teacher/leader needs the support of supervisors" (Blanchard, 1989).

"We innovators also need to work at communicating with administrators and others such as counselors and social workers. I was conscious of that need and made every effort to keep the principal apprised. He and other administrators are much too busy to know what we are doing unless we tell them" (Guite, 1990).

"Although I believe that the real solution is restructuring, I don't think that will or even should happen next year. Therefore, I hope to promote the development of a peer coaching plan in my own school. Also, I will be sharing the results with the administrator's staff development committee as well as the teacher's staff development committee, the support system governance committee, the superintendent, and the school committee" (Dominic, 1990).

Students

"I have come to appreciate students as a resource. Their responses are very powerful and were instrumental to the success of the project. If we had considered student opinion 10 - 12 years ago, we could have avoided many of the content changes which proved expensive and unsuccessful in achieving expected changes" (Miller, 1989).

One-half of the projects included student surveys in the initial phases of the research. Several of these took the form of questionnaires regarding students'

attitudes about school and classes. Dunn assessed student's understanding of the criteria for science fair projects. Downey used an instrument to determine students' preferred learning styles in two classes; Brown used a self-concept inventory with four targeted students. Three of the researchers used the student survey instrument again at the end of the project after a treatment had been applied as part of their evaluation. Miller followed the survey with student interviews.

As mentioned above, students were directly targeted in several of the projects: receiving after-school support, raising student aspirations, improving understanding and attitudes towards science (3), improving learning for general students, and receiving integrated art instruction.

An outcome of Courchesne's project was a student handbook related to intramural sports in the junior high school.

Teachers

"Teachers who lead leave their mark on teaching. By their presence and their performance, they change how other teachers think about, plan for, and conduct their work with students" (Little, 1988, p. 84). It was important in this study to see how these teacher leaders conducted their action research projects in relation to other teachers.

One-half of the researchers used a teacher survey as one of their initial strategies, to gain baseline information on current practice as well as attitudes towards new practices. For Dominic, an assessment of over 150 teachers and administrators became the focal point of the project. Lodge used the teacher survey for formative evaluation at the half-way point of implementation of a new program; whereas, Dunn used the teacher survey after the science fair to provide summative evaluation.

Dominic and Dumas used a follow-up interview of teachers to confirm and elaborate on their analysis. Haskell and Miller both used an informal teacher interview only as their initial step in the project. Lodge used the teacher interview at the midpoint, and Downey used the interview as part of her final assessment.

A more active way of bringing the teachers into the project was to organize meetings around the problem under study (8). Most of these meetings were part of

regularly organized groups such as departments or grade levels. Only two researchers, Foster and Courchesne organized new committees to deal with the more broad concerns of computers in elementary schools and intermural sports in a junior high school. Often these groups began to meet more often and have a more deliberative focus because of the study undertaken by the teacher leader.

In Sutherland's project, the department chair became an active collaborator with the researcher. In Dunn's study, the chair was a hindering force which required considerable attention from the researcher. "The chair was older and comfortable with current policies. Her will was very strong and overruled all others. So change had to be made slowly by convincing first some supporters and then by convincing her" (Dunn, 1989).

Courchesne's project directly focused on faculty collaboration as an intended outcome. The topic of intramural sports was simply a vehicle to bring together faculty who otherwise would never have the opportunity; some were even known to be disgruntled or disaffected members of the faculty.

Three of the researchers used peer coaching within their projects. Downey served as the peer coach to two teachers as they developed instructional strategies based in their students' learning styles. Haskell used peer coaching in the implementation phase of the integrated arts curriculum that she developed. Sutherland asked her colleagues who used cooperative learning to serve as her peer coach as she used this new strategy with her own students. In these studies as well as other described by Judith Warren Little (1988), "the picture that emerges from the findings belies the stereotype of the closed classroom door. The door opens, it appears, to colleagues and other observers who will neither waste the teacher' time nor insult the teacher's intelligence" (p. 89-90).

Staff development is one of the most common areas of teacher leadership. In her project, Foster trained teachers in the use of the computer in curriculum and continued to give technical assistance. At the end of her project, Sutherland and her colleague conducted a workshop for other teachers on cooperative learning. Haskell gave demonstration lessons in other teachers' classes as a staff

development technique. Blanchard brought in a teacher from another district to talk with his math committee about using writing strategies in math classes. Fryling organized training on cooperative learning for a group of teachers in her middle school.

When assessing their growth in leadership, these teacher leaders were expansive in their remarks related to their colleagues. First, in the area of **problem identification:**

"What had been on my mind for two years was also on the other teachers' minds. I felt overwhelmed by the interest and support that so many staff members have shown" (Crane, 1989).

"The practicum gave me the impetus and in many cases the authority to pursue a project needed over three years. People I worked with seemed anxious to have someone take the initiative to get a plan underway" (Foster, 1988).

"I have gained much more respect for the value and merit of group solutions to problems. I am committed to involving teachers in identifying a problem as well as planning and implementing solutions" (Miller, 1989).

"When using action research, one should take more time to talk to the teachers about the proposal and what the teachers' needs are in relation to the proposal before beginning to work with them" (Downey, 1990).

"Our science faculty is made up of many novice teachers who are not outspoken myself included. But they were ready to initiate and investigate changes that could be made in the science department" (Dunn, 1989).

As their work with other teachers progressed during the project, several teachers themselves **changed their perspectives** about their colleagues:

"These teacher are very concerned about how their students learn and will do everything they can to ensure the success of their students. I did not believe this before my project. I learned that the professional relationship I was developing with these colleagues and the mutual respect shown was more important than the peer coaching" (Downey, 1990).

"I believe teachers just need someone to get a project started. They were willing

to do all the things I asked without hesitation. Previous stagnation has changed to an aura of growth and progressiveness. Many times we have perceptions of people [our colleagues] that are inaccurate. If given the chance, they can also be professional and wan many of the same things I do" (Sutherland, 1990).

"I have experienced struggles to gain support of colleagues in order to try to persuade other members of the department to change their ideas. You have to start talking to get others to talk. The science department has become the most obvious group for sharing and communicating problems, ideas, and successes that I have seen in the school. They talk through lunch, as they walk down hallways, and before and after school. There have been problems with stubborn people in the department, but the others are learning to work together to win them over" (Dunn, 1989).

During the projects, **communication** with fellow teachers was an important leadership strategy:

"It was important to keep teachers constantly informed of my efforts. They were much more receptive to suggestions that they had for changes than from changes suggested in the literature" (Blanchard, 1989).

"An atmosphere of communication needs to be established. In order for people to change their ideas they need to see that there are other ways of thinking and doing things. Then they can decide if changes should be made" (Dunn, 1989).

"I often used one-on-one conversations to determine if I had support for a particular change. In the early stages, teachers do not want to voice their opinions in a group setting" (Blanchard, 1989).

It was evident that they also realized that the communication is a two way process:

"A common thread through my courses and into the project was communication. It is the leader's responsibility to see that the communication exists. I also learned the important of flexibility, changing when necessary not to inconvenience the regular teachers' activities after school" (Lodge, 1989).

By the end of their project, many of the teacher leaders heard a responsive chord

from their colleagues:

"Our project really motivated our colleagues; they seem appreciative of the work done" (Miller and Nerbak, 1989).

"Within our own school some teachers were impressed by our project; others were unaware. I worried that our project would be considered 'special treatment.' I now know that a majority of my colleagues recognize and appreciate the hard work of their fellows" (Guite, 1990).

Curriculum

Approximately one-half of the projects were related to curriculum in its broad definition as the design of both content and instructional strategies. It is interesting to note that none of the projects selected dealt with the language arts curriculum specifically. The current emphasis on math, science, and computer curriculum was evidenced in 30% of the projects. Foster, Guite, Haskell, as well as Miller and Nerbak actually created and implemented new curriculum. One-third of the researchers implemented new instructional methods. Teachers in approximately 40% of the projects used pre/post instruments evaluating their new programs. Miller and Nerbak were the only ones to use a control group design.

"Teacher who are newly selected in potential leadership roles understand that the test of their worth will be in the classroom" (Little, 1988, p.91) Many of these teacher leaders measured their success in leadership in its relation to the classroom:

"I saw improvement in my own classroom. I wish I had started earlier with cooperative learning so I could have seen more progress" (Sutherland, 1990).

"This project was a success because I was able to help my colleagues to learn something which they can put to good use in the classroom. Both teachers continue to ask for my advice" (Downey, 1990).

"Connecting is still not easy. Yet, our work is so enriched by sharing, that it's my overriding recommendation that teachers find time, make time, demand time, to work together in whatever ways they feel will most enhance their interaction with students. I am convinced that one of our focus students improved in his weakest area because two teacher were able to diagnose his weakness, and then decide on a

course of action" (Guite, 1990).

Parents

Fryling's project focused directly on the relationship between school with parents and community during the transition to middle school status. Guite and Brown used the direct communication with parents as part of their focused treatment of four targeted students. Lodge developed a letter to send to parents to ensure their cooperation in the after-school support program and created guidelines for parents to better understand the program. Courchesne developed a newsletter for parents related to the intermural sports program.

Yet only one spoke of this relationship during the self-assessment stage:

"We should be concerned about our connections with the parents as well. Prior communication is most useful before a problem does arise. We should lessen their discomfort [with school] and make them allies. In addition, public relations to the community is important to share the good things happening in education" (Guite, 1990).

Other Resources

In the first semester of the practicum, the researcher conducts a review of literature and resources needed for the project. In addition to this early study, two of the teacher/leaders specifically described in their plan of action a strategy of becoming an "expert" through reading the literature in the areas of learning-to-learn strategies and the social/emotional needs of students. Five of the researchers used this literature to initiate discussions with their colleagues during the year.

Several researchers expressed the importance of the literature review in their self assessment:

"A review of literature is a rewarding outcome of action research" (Haskell, 1989).

"I have certainly changed my opinion of educational research. Previously, I have relied on experience to provide solutions to problems I encountered. My only use of educational research was in supporting preconceived values. I didn't really consider research for its potential to help provide solutions to a puzzle" (Miller,

1989).

Other resources were found to aid their projects. To better understand the social/emotional problems of her students, Crane collected data from the local mental health agency. To provide better instruction in art without a certified art teacher, Haskell interviewed local artists and art educators. She also participated in a national art exchange for her students' work. She even found another researcher at a distant university, "Perhaps the single most exciting event generated from the project was the opportunity to share this work with a peer working on a similar puzzlement in another state" (Haskell, 1989).

Lodge and Fryling visited other middle schools to get specific information on after-school support programs and to get a broad understanding of successful middle schools, respectively. Fryling also organized trips by others on the staff to attend the state middle school conference and the New England League of Middle Schools conference.

For others at the end of their project, the cosmopolite view of themselves has expanded:

"I now have plans to share my findings with the curriculum coordinator and other English/social studies teachers in my district; to visit Yarmouth High to meet with two teachers who are trying a similar project; and to work with an elementary teacher to swap classes to learn more about what happens at each level of schooling" (Guite, 1990).

"Next year, I am anxious to continue to share my project findings with educators from my own district and throughout the state. I've presented preliminary finding to my colleagues at my elementary school. Already, I've accepted an engagement to talk about aspirations at the FOCUS educators' conference in March, 1991" (Brown, 1990).

Learning About Leadership

Remembering that this study asks how teacher leadership might be promoted through action research in ways that improve the outcomes of schooling, the teacher must first ask, "What do I lead?" If, as Judith Warren Little (1988) suggests, the

"target of teacher leadership is the stuff of teaching and learning: teacher's choices about curriculum, instruction, how students are helped to learn, and how their progress is judged and rewarded" (p. 84), then we can say that these action research projects have been especially successful in providing a training ground for the teacher leader. Little further suggests that experiments in teacher leadership should be "demonstrably linked to benefits close to the classroom" (p. 81). We have seen these benefits in the majority of these reports.

In the past, I might have suggested to my own advisees that they prepare to do a practicum project that was more focused outside of their regular classroom. After reading the reports that describe experimental curriculum and instruction in the researcher's classroom yet show tremendous growth in leadership during the self assessment, I have become a believer. By conducting their own practice-centered inquiry, they are creating a specialized knowledge that is respected by their colleagues. Their own voices describe this growth in leadership:

"I could probably have written a plan for providing education about middle schools to parents and community with much less preparation and in many fewer pages, but I don't think it would have been the learning experience that it was. The product [the plan] seems much less important than the skills I have attained that can now be applied to future problems.

"Seeing investment in a project spread to peers learning from their input and incorporating that input towards the attainment of a common goal is a rewarding feeling and a useful learning experience" (Haskell, 1989)

"I see a close connection between leadership and the role of the change agent. The irony is that the process of change and leadership could just as easily be identifies with the process of education [instruction]" (Provost, 1989).

"I found a similar joy in my own success of helping other teachers to that in my own classroom helping my students" (Downey, 1990).

"I did not want to fall victim to the feelings of despair of those who I see disengaged from the teaching profession as a result of isolation. The most rewarding experiences of my teaching career have come from situations where I

worked with my peers to develop new approaches to teaching difficult concepts. Watching students understand a difficult concept and enjoy their learning is a very exhilarating experience" (Dominic, 1990).

Although the strategies section of the practicum reports rarely mentioned any specific plans for managing the additional work required by such projects, the self assessment sections were emphatic in their recognition of the demands that this type of effort places on the practicing teacher. It must be remembered that in much of the literature on the teacher leader, authors are actually speaking of a 'lead teacher' or mentor teacher who may be given a reduced teaching load in order to do many of these tasks.

"I had to learn to deal with time schedules and an overwhelming synthesis of information gathered" (Dunn, 1989).

"This was demanding work while teaching. The effort put into the work was compensated by the obtaining of knowledge that could be used to help solve the puzzlement of the project" (Haskell, 1989).

"Time constraints were always present, mixing deadlines of research and the school committee" (Miller and Nerbak, 1989).

"One must be prepared. My organization improved as time went on" (Courchesne, 1989).

"Leaders do not have all the answers and must be willing to ask for help. And the leader must have the organizational skills to deal with these aspects simultaneously" (Lodge, 1989).

"If I were to do my project the justice I feel it deserves, I would probably quit my job and concentrate solely on it" (Crane, 1989).

Another neglected area in the literature is the concept of failure. Although her interdisciplinary course was successful, Guite voices a concern that might be held by many teachers who want to take the risks that come with experimentation, "I think it is unfair to expect immediate success of every innovation." Others also recognized what Little called "high gain, high strain"(p. 98):

"As a relatively new teacher, I quickly learned I had to work on my confidence

level and assertiveness. Much of the work I did involved taking a number of risks. Risks are an integral part of the change process" (Foster,1988).

"As part of my own professional growth, I learned how to use constructive criticism" (Sutherland, 1990).

"Leadership is neither static nor subject to formulation, but rather dynamic and complex. It requires the courage of conviction and the acceptance of rejection" (Provost, 1989).

Only one out of seventeen reports gave even a suggestion of dissatisfaction with the outcomes. "Does 'self report' data collection and analysis inspire other teachers? Not Much. I wanted a sharing of ideas and focus on learning strategies in the classroom. I witnessed none of these"(Dumas, 1989). Even these teachers become idealistic and hope to see change happen quickly. At the end of her report she acknowledges that several teachers, one-by-one, have asked for more time to talk with her about the implementation of learning strategies. The project seemed to need more than one year.

Two of the researchers have drawn very different conclusions with regard to this change process. Dumas further says "I would not change the 'data collection' process of my action research, but I would start with a small group who would be involved from the beginning. Working with those who do not support change is difficult." Although recognizing that change is difficult, Fryling takes a different view, "My role had always been as an activist. A few of us did it all. The majority had not bought into the middle school concept. Why? I think now that it was lack of readiness and lack of basic awareness, not lack of professional concern. Now I see change as a process. It [the project] forced me to view the *whole* process of change, rather than the isolated part that would affect me. In the short term, it seems easier to accomplish change by involving a few key people and then hope to attract others to your cause; yet, it is less effective in the long term."

These teacher leaders genuinely want to be the catalysts for change. Their own personal growth during the projects has made that a continuing prospect:

"I gained self confidence. To make an impact on the school in a personal way, I

am willing to take a chance and go out and pursue what they believe in. Teachers produce change when they step forward and take responsibility" (Sutherland, 1990).

"I have a professional obligation to assume a leadership role in our school, to serve as a model for other teachers and to work with them to enable us all to improve instruction for every student. I can no longer focus exclusively on my own professional development. Since I work in concert with others, our collective efforts determine the quality of education experienced by our students" (Dominic, 1990).

"I have learned not to accept what is going on around my department as 'the rule'. I can question and change the way things are done. This was a revelation!" (Dunn, 1989).

"I feel that I have been, perhaps, a catalyst, in the sense that I have brought to the forefront of each teacher's mind the needs of children. This isn't anything new to them, yet I have tried to make this process as nonthreatening as possible. I wanted the teacher to feel that they could state how they really felt without being reprimanded. I asked them for their opinions and ideas. I think that this is crucial as it no longer is just my project but now it is also theirs" (Crane, 1989).

This concept of sharing of ideas is probably the greatest contribution to the framework of education leadership brought about when teachers truly participate in leadership. There is new recognition that power itself can be shared. It does not diminish one for another to have it as well:

"I cannot wait for someone else to do something. I must step forward and help other teacher appreciate and utilize the power within us all to bring about change" (Dominic, 1990).

"We must allow others to take part as leader when they can" (Courchesne, 1989).

School site teacher research projects are slowly becoming recognized as a basic requirement of the current second wave of school reform. In a recent presentation at the American Educational Research Association, Lynne Miller (1990) agued that such research does not interfere with teaching, that, in fact the best teaching is on-going research, and as such it should become part of the culture of a school. In the context Miller describes, teacher research has the power to take a teacher's craft knowledge and bring it to an explicit voice that can inform daily classroom practice and undergird effective staff development. Such study and research will naturally promote high quality process of evaluation of classroom practices, curriculum, student assessment and instruction partnerships.

Within the forum of the Instructional Leadership practicum, teacher leaders have been guided through a process of deliberation, experimentation, and reflection. And they have emerged as leaders.

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"A caterpillar can fly only after
that magical cocoon stage has been completed.
I have become an educational leader in my community,
and it is equally difficult to explain
the metamorphical stage through which I have passed.
Taking wings is a bit scary at first.
Looking back from new heights,
it seems obvious just how necessary it has been to withdraw,
to incubate, and let the world go by.

Today, I view my work differently
and I feel great satisfaction in all I do.
Is this how it feels to fly?"

Barbara Brown, 1990

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